# INDIANA DEPARTMENT OF EDUCATION
# SUPPLEMENTAL EDUCATIONAL SERVICES

## 2007-2008 COMPLIANCE AND ON-SITE MONITORING REPORT
## FOR:

### ATS

| DOCUMENT ANALYSIS | | OBSERVATION | | COMPLIANCE | |
|---|---|---|---|---|---|
| Tutor Qualifications | *Unsatisfactory* | **Lesson matches original description** | *3* *Meets Standards* | **Criminal Background Checks** | *In Compliance* |
| Recruiting Materials | *Satisfactory* | **Instruction is clear** | *3* *Meets Standards* | **Health/safety laws & regulations** | *In Compliance* |
| Academic Program | *Satisfactory* | **Time on task is appropriate** | *Not applicable (See report)* | **Financial viability** | *In Compliance* |
| Progress Reporting | *Satisfactory* | **Instructor is appropriately knowledgeable** | *Not applicable (See report)* | | |
| Assessment and Individual Program Design | *Satisfactory* | **Student/instructor ratio:** | *Not applicable (See report)* | | |

## ACTION NEEDED:  None
- Provider submitted corrective action plans regarding how it will ensure all tutors meet tutor qualifications in the future.

# On-site Monitoring Visit Rubric
## DOCUMENT ANALYSIS Components

**NAME OF PROVIDER:** ATS                                **DATE DOCUMENTATION RECEIVED:** February 7, 2008
**REVIEWER:** ST

Providers are required to submit documentation for each component during the site visit.  If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion.  **Failure to submit evidence could result in removal from the approved provider list.**  Providers will be given an Unsatisfactory or Satisfactory for each component.  Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

| COMPONENT | DOCUMENTATION NEEDED | DOCUMENTATION SUBMITTED (IDOE use only) | UNSATISFACTORY | SATISFACTORY | COMMENTS |
|---|---|---|---|---|---|
| Tutor qualifications | **BOTH** of the following:<br>-Tutor resumes/applications (<u>all tutors</u>)<br>-Documentation of professional development opportunities in which tutors have participated (i.e. sign-sheets, agendas, presentations, certificates of completion, etc.)<br><br><br>*In addition to:*<br>**ONE** of the following:<br>-Tutor evaluations (<u>all tutors</u>)<br>-Recruiting policy for tutors (<u>one copy</u>)<br>-Sample tutor contract (<u>one copy</u>) | -Tutor resumes<br>-Recruitment policy<br>-Tutor evaluations<br>-Professional development sign-in sheets<br>-Professional development overview and agenda<br>-Professional development PowerPoint Presentations | X | | -Tutor evaluations include scores on key areas that impact tutor effectiveness (i.e. how effective tutors are with weekly calls to families, following student learning plans, encouraging completion, etc.) and also include descriptions of additional training tutors will attend to improve their skills;<br>-Tutor recruitment policy is appropriate and is in line with provider application;<br>-Professional development opportunities cover a wide variety of topics including SuccessMaker training, Working with At Risk Families,  Teambuilding, Math and English concepts, etc. as described in provider application;<br>-Sign-in sheets verify that tutors attended professional development opportunities offered by provider;<br>-Although this was not the case for most tutors, two tutors do not meet provider's tutor qualifications. |
| Recruiting materials | **TWO** of the following:<br><br>-Advertising or recruitment fliers<br>-Incentives policy<br>-Program description for parents | -Incentive policy<br>-Recruitment brochure and postcard | | X | -Recruitment information provides an accurate overview of provider's program and is in line with provider's application;<br>-Incentive policy is appropriate and is in line with Indiana Department of Education's Incentive Policy. |
| | **ONE** of the following:<br>-Lesson plan(s) for the observed tutoring | -Custom Course description/lesson | | X | -Custom Course lesson description matches provider's description of lesson development |

| COMPONENT | DOCUMENTATION NEEDED | DOCUMENTATION SUBMITTED (IDOE use only) | UNSATISFACTORY | SATISFACTORY | COMMENTS |
|---|---|---|---|---|---|
| Academic Program | session(s) and for each subject in which provider tutors<br>*In addition to:*<br>**ONE** of the following:<br>-Specific connections to Indiana standards (cite exact IN standard to which lesson connects)<br>-Description of connections to curriculum of EACH district the provider works with. | plan<br>-Description of connection to IN academic standards | | | for students who have difficulty mastering a concept;<br>-Description of lesson correlations to Indiana academic standards is appropriate. |
| Progress Reporting | **ALL** of the following:<br><br>-Progress reports<br>(see IDOE e-mail for details regarding the request for progress reports)<br>-Timeline for sending progress reports<br>-Documentation of reports sent | -SES Contracts<br>-Progress reports<br>-Tutor contact logs<br>-Progress report timeline<br>-Documentation of progress reports sent | | X | -Progress reports share student goals as well as updates on student progress toward goals and tutor comments regarding student performance;<br>-Contact logs provide clear updates on tutor communication with parents regarding students' programs;<br>-As per district surveys on provider's progress reporting and documentation of reports sent, progress reports are submitted in accordance to timeframe agreed to in SES Contracts with districts. |
| Assessment and Individual Program Design | **ALL** of the following:<br><br>-Explanation of the process provider uses to develop Individual learning plans for each student<br>- Pre-assessment scores and Individual learning plan for at least one student in each subject provider tutors (any identifying information for the student(s) must be blanked out)<br>-Explanation and evidence regarding how provider's pre and post-test assessment correlates to Indiana academic standards. | -Explanation of Individual Learning Plan development process<br>-Individual Student Work Plans<br>-Explanation and evidence regarding assessment's correlation to Indiana academic standards | | X | -Student Learning plan development process is appropriate;<br>-Learning plans include key information regarding student goals, measurement tools, services planned for student, expected growth and when parents would be updated on progress.<br>-Explanation and evidence regarding assessment's connect to Indiana standards demonstrates a clear correlation between provider's pre and post-test and Indiana standards. |

# On-site Monitoring Rubric
# OBSERVATION Components

**NAME OF PROVIDER:** ATS

**SITE:** online software (SuccessMaker!)

**TUTOR'S INITIALS (ALL TUTORS OBSERVED):** no tutor, computer program

**NUMBER OF LESSONS OBSERVED:** 1

**DATE:** January 29, 2008

**REVIEWER:** S.T.

**TIME OF OBSERVATION:** 1:00 p.m.

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a score of 1-4 points for each component. Providers receiving "1 or 2 points" on any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

| COMPONENT | 1 Below Standard | 2 Approaching Standard | 3 Meeting Standard | 4 Exceeding Standard | REVIEWER COMMENTS |
|---|---|---|---|---|---|
| Lesson matches original description in provider application | | | X | | -Reviewer logged into provider's online program "SuccessMaker" as a "student". Based on pre-assessment results, the computer program designed coursework for the "student" based on skill gaps that were discovered in the assessment. Computer program read directions to the "student" and prompted the "student" when to answer questions. As the student mastered concepts, new questions were generated and assignment levels began to progress to higher levels.  -Online lesson observed matches original description in provider application. |
| Instruction is clear | | | X | | -Feedback from the computer program was clear and user friendly. When the "student" provided incorrect answers, the program prompted the "student" to try again. If the "student" continued to provide an incorrect response, the program verbally shared the correct answer and also highlighted the appropriate response. In addition, more questions related to the topic the "student" had not fully mastered were generated to allow the "student" an opportunity to practice the skill until full mastery was achieved. |
| COMPONENT | 1 Below Standard | 2 Approaching Standard | 3 Meeting Standard | 4 Exceeding Standard | REVIEWER COMMENTS |
| | | | | | Not applicable. Reviewer completed online lesson, no actual student was observed. |

| | | | | |
|---|---|---|---|---|
| Time on task is appropriate | | | | |
| Instructor is appropriately knowledgeable | | | | Not applicable. Computer program was the instructor. |
| Student/instructor ratio: | | | | Not applicable. Reviewer completed online lesson, no actual student was observed. |

# On-site Monitoring Visit Rubric
## COMPLIANCE Components

**NAME OF PROVIDER:** ATS                                           **DATE DOCUMENTATION RECEIVED:** February 7, 2008
**REVIEWER:** ST

The following information is rated "Compliance" (C) or "Non-Compliance" (N-C).  Selected documentation listed for each component must be submitted as part of the site visit monitoring.  If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion.  **Failure to submit evidence could result in removal from the approved provider list.**

If a provider is deemed to be in non-compliance with any component for which evidence has been requested, the provider may be contacted and may be required to develop and submit a corrective action plan for getting into compliance within 7 calendar days.  If the corrective action plan is not submitted, if the corrective action plan is inappropriate or insufficient, or if the corrective action plan is not implemented, the provider may be removed from the state-approved list.

| COMPONENT | REQUIRED DOCUMENTATION | DOCUMENTATION SUBMITTED (IDOE USE ONLY) | C | N-C |
|---|---|---|---|---|
| Criminal background checks | **ALL** of the following:<br><br>-Criminal background checks from an appropriate source for every tutor and any other employees working directly with children. | -Criminal background checks | X | |
| Health and safety laws and regulations | **ONE** of the following:<br>-Student release policy(ies)<br><br>*In addition to:*<br>**ONE** of the following:<br>-Safety plans and/or records<br>-Department of Health documentation of physical plant safety (if operating at a site other than a school)<br>-Evacuation plans/policies (e.g., in case of fire, tornado, etc.)<br>-Transportation policies (as applicable) | - No student release policy was necessary as provider is online provider<br>-Emergency management plan | X | |
| Financial viability | **ONE** of the following:<br>-Documentation of liability insurance coverage<br><br>*In addition to:*<br>**ONE** of the following:<br>-Audited financial statements<br>-Tax return for the past two years | -Liability Insurance Verification<br>-Audited financial statement | X | |